



HEALTH PROMOTION AND PROGRAMS BRANCH
POPULATION HEALTH DIRECTORATE

ADULT HEALTH DIVISION

HEALTH CANADA



Table of Contents

INTRO	DDUCTIO	N	
J	Why Evalu	ate?	1
7	The Purpo	se of This Document	1
J	Who Shou	ld Use This Document?	2
(Other Doc	uments	2
STEP	1 — GE	TTING ORIENTED, GAINING COMMITMENT	
]	Do We Kn	ow Why the Program is Important?	7
]	Do We Un	derstand the Barriers We May Face in Implementing the WHS?	8
]	Do We Ha	ve the Support of the Right People?	9
I	Are Our Si	apporters Really Committed?	11
TOOL	BOX FOR	STEP 1	
7	Tool 1.1	Building Arguments for the WHS	15
7	Tool 1.2	Brainstorming Techniques	16
7	Tool 1.3	Developing Strategies	17
7	Tool 1.4	Getting the Support of Leaders	18
7	Tool 1.5	Analyzing the Decision-Makers	19
7	Tool 1.6	Assessing Commitment	20
	Tool 1.7	Checklist for Step 1	21
STEP	2 — ES	TABLISHING THE COMMITTEE	
I	Are We Cle	ear About Our Purpose?	25
]	Have We S	elected and Empowered a Chairperson?	25
]	Do We Ha	ve Access to the Talents We Need?	26
]	Does Our	Management Framework Encourage Teamwork?	27
]	Does Our	Management Framework Encourage the Development	
	and R	enewal of the Committee?	28
]	Does Our	Management Framework Include a Way to Assign and Track Tasks?	29
]	Have We E	stablished a Reporting Framework?	29

TABLE OF CONTENTS



TOOL	BOX FOR	R STEP 2
	Tool 2.1	Developing Mission and Goals
	Tool 2.2	Assessing the Expertise Needed
	Tool 2.3	Assessing the Expertise of Members
	Tool 2.4	Developing a Committee Profile
	Tool 2.5	$ \begin{tabular}{lllllllllllllllllllllllllllllllllll$
	Tool 2.6	Analyzing Committee Discussions
	Tool 2.7	Project Workplan
	Tool 2.8	Communication Planner 40
	Tool 2.9	Checklist for Step 2 41
STEP	3 — CO	NDUCTING THE NEEDS ASSESSMENT
	Do We Ha	ve the Right Information About the Target Audience?
	Have We A	ddressed Any Obstacles to Getting a Good Response Rate for the Survey? 46
	Have We I	ncluded Ways of Promoting the Survey?
	Have We I	inked the Survey to Other Events and Organizations
	to Giv	re It Greater Credibility?
	Have We E	Stablished a Mechanism for Keeping Communications Open?
TOOL	BOX FOR	R STEP 3
	Tool 3.1	Checklist for Administering the Survey to Get Maximum Participation $\ldots 51$
	Tool 3.2	Checklist for Implementing the Survey
	Tool 3.3	Checklist for Step 3
STEP	4 — DE	VELOPING A WORKPLACE HEALTH PROFILE
	Have We R	Reviewed the Survey Results to Assess Their Accuracy?
	Have We S	et Some Goals for Communicating and Consulting on the Results?
	Have We C	Chosen the Best Methods for Communicating and Consulting?
	Have We C	Considered All the Key Issues in the Health Profile?
TOOL	BOX FOR	R STEP 4
	Tool 4.1	$\begin{tabular}{lllllllllllllllllllllllllllllllllll$
	Tool 4.2	Checklist for Step 4



STEP	5 — ES	TABLISHING A HEALTH PLAN	
	Are Our S	tated Goals Appropriate and Achievable?	. 67
	Is the Plan	Well Organized and Written?	. 67
	Is the Plan	Comprehensive and Balanced?	. 68
	Have We A	assigned Priorities that Address Stakeholders' Concerns?	. 69
	Have We I	Developed an Implementation Plan?	. 70
	Have We S	ecured the Support of Decision-Makers?	. 70
	Have We I	Distributed and Communicated the Health Plan Effectively?	. 71
TOOL	BOX FOR	R STEP 5	
	Tool 5.1	Sample Outline of a Health Plan	. 75
	Tool 5.2	Sample Questionnaire to Survey Employees on Recommendations	. 76
	Tool 5.3	Implementation Plan	. 77
	Tool 5.4	Assessment of Support for Recommendations	. 78
	Tool 5.5	Checklist for Step 5	. 79
STEP	6 — DE'	VELOPING PROGRAM ACTION PLANS	
	Have We I	Defined Our Specific Program Objectives?	. 83
	Have We I	Defined the Program Activities to Achieve These Objectives?	. 84
		dentified the Resources Needed?	
	Are We Su	re We Understand the Preferences of the Target Groups?	. 86
	Administra	ation: Do Our Program Action Plans Address Administrative Requirements?	. 87
	Design: Ar	e Our Program Action Plans Well Designed?	. 87
	Promotion	n: Have We Included Ways of Building Interest	
	in the	Program in Our Plans?	. 88
	Integration	n with Other Efforts: Do Our Plans Link the WHS Programs	
	with (Other Activities?	.88
	Implemen	tation: Do Our Plans Include Implementation Details?	. 88
	Evaluation	: Do Our Plans Include a Way of Evaluating Whether We	
	Have	Achieved Our Objectives?	. 88

TABLE OF CONTENTS iii



TOOLBOX	FOR STEP 6
Tool	6.1 Making Links Across Program Activities
Tool	3.2 Hypothetical Structure of a Basic Program Logic Model
Tool	3.3 Identifying Resources and Potential Partners Needed
Tool	6.4 Evaluating Program Objectives9
Tool	6.5 Checklist for Step 6
STEP 7 —	EVALUATING THE PROGRAM
Have	We Adhered to the WHS Process?99
Have	We Discussed the Opportunities for Evaluation that Exist for Our Program? $\dots \dots 9$
Have	We Explored Ways of Involving Key Stakeholders?
Do V	e Understand the Different Types of Evaluation?
The 1	valuation Work Plan: Have We Confirmed Our Program's Objectives?
The 1	valuation Work Plan: Have We Developed Appropriate Evaluation Questions?10
The 1	valuation Work Plan: Have We Developed Effective Data Collection Methods? 10
The 1	valuation Work Plan: Have We Written a Thorough Plan?
Have	We Implemented the Evaluation Work Plan and Used the Results Constructively? \dots 10-
Have	We Sustained the Commitment to Evaluation Over Time?
TOOLBOX	FOR STEP 7
Tool	7.1 Summary WHS Checklist
Tool	7.2 Exploring Evaluation Questions and Data Collection Methods
Tool	7.3 Checklist for Sten 7

Introduction

Why Evaluate?

Traditionally, we think of program evaluation as a detailed way of researching how well a program worked after the program has been implemented and up and running for a while. However, the "how are we *doing*?" may be equally or more important than the question "how *did* we do?", because it means that decisions, plans, or activities are evaluated as they unfold, permitting mid-course corrections and adjustments. Evaluation, then, is an ongoing process, integrated into the entire life of a program, from the time when a project team is first being put together, to the period when plans and intentions are drafted, to the days when these plans are implemented and results noted. The Workplace Health System (WHS) working group or committee that wants to know "how it is doing" and that accepts evaluation as an ongoing process throughout the life of its program will benefit in many ways. Evaluation can help the Committee to:

- work smarter because evaluation will offer many lessons over the several years it can take
 to implement a WHS program;
- justify resources because evaluation can demonstrate the effectiveness of the Committee's investments of time, energy and money; and
- demonstrate results because evaluation will show the degree to which the program
 achieved its intended results, promoted changes in awareness, policies or behaviour,
 or was useful to others.

The Purpose of This Document

The purpose of *Workplace Health Promotion Programs: Tools and Techniques for Evaluating Progress* is, quite simply, to help any WHS Committee accomplish its work more effectively by offering tools and tips for self-assessment. The WHS process proposes seven steps to creating a health promotion program, from securing a commitment and establishing a committee, to the review and evaluation of the programs put into place. The document offers a step-by-step process for evaluating your work as you move through each of these seven steps. Each chapter, associated with each WHS step, poses a series of questions for the WHS Committee to ask itself as they do the work of each step — questions that will allow members to confirm the effectiveness and quality of their activities, to review the lessons learned at the end of each step, and to help them lay the groundwork for future phases in implementing the program, as well as later outcome or economic evaluations.

INTRODUCTION



Tools and checklists are an essential feature of the document and several are provided for each step. They are designed to help the Committee focus its discussions on the topics, questions and brainstorming that will help them work together more effectively and review their progress as they proceed. In addition, these tools will provide the Committee with a fairly simple, straightforward way of documenting its thinking and decisions — documentation that is vital to learning and to process evaluation.

Who Should Use This Document?

While it is hoped that the entire WHS Committee is guided by the spirit of evaluation that can contribute so much to their success, all members may not need to read this document and other material on evaluation in their entirety. Instead, it is more likely that one Committee member will assume the "lead role" in guiding the others on program evaluation. This document, then, deliberately includes simple tools and summaries that can help this member orient his or her colleagues to the goals and techniques of evaluation.

In choosing a member to take on the lead role in evaluation, a WHS Committee does not necessarily need to look for someone with previous evaluation experience. However, given the nature of the task, this person should be someone who likes to keep orderly records, is capable of constructively challenging colleagues to ensure that decisions are logical and defensible, and is interested in the techniques and methods of reviewing progress and demonstrating where and why progress has been made.

Other Documents

This document should be used in conjunction with three other publications that offer guidance, background information, and more detailed instructions on conducting WHS evaluations:

- The detailed Program Evaluation Manual: Key Issues and Strategies for Evaluating
 Your Workplace Health Promotion Program discusses the principles and practices of
 evaluating workplace health promotion programs, and may be particularly useful in helping
 you evaluate the operation and effectiveness of projects and programs implemented by your
 Committee.
- The Literature Review: Evaluations of Workplace Health Promotion Programs
 summarizes the results of past evaluations of health promotion programs in the workplace.
 This Review is intended to help you assess, through the experience of others, what you can
 reasonably expect to achieve in your program. It also illustrates the strengths and weaknesses
 of different evaluation approaches adopted by others.



• A series of *Factsheets* highlights, in a more practical, readable format, the main themes and content of this document, the *Program Evaluation Manual* and the *Literature Review*. These *Factsheets* can be used both as stand-alone information resources (e.g., to help explain evaluation to Committee members or to a company executive) and as an adjunct to the more detailed, sometimes technical information available in the other documents.

Your particular WHS Committee may not apply every suggestion in this document and the other evaluation documents. In fact, you will want to select only those tools that are most helpful and appropriate for the objectives and working style of your Committee. However, it is hoped that this document and the complementary publications will help you assess the effectiveness of your work and your programs — and show others how effective you can be.

INTRODUCTION

3



The difference between being committed and involved is like bacon and eggs. By laying the eggs, the chicken is involved in breakfast — by providing the bacon, the pig is committed!

Step 1



GETTING ORIENTED, GAINING COMMITMENT

he first step of the Workplace Health System (WHS) is devoted to securing the commitment of leaders and decision-makers in the workplace or community. This is more complex than it sounds, because to get the support of key people, you must have a clear enough sense of your purpose to identify who the true leaders and decision-makers are, and then to persuade them to support your plans. The following tools and techniques will help.

Do We Know Why the Program is Important?

Different stakeholders have different expectations from workplace health promotion programs. Having a clear idea of all the benefits that may be realized through the WHS is therefore important. It will help you formulate arguments to gain the commitment of different people and may also lead you to identify supporters you had not at first considered.

Consider how the WHS will address health or performance problems in your situation. In general, this will mean specifying:

- the major health-related problems or issues affecting employees, the workplace, or the community;
- the ways in which the WHS will help to address these problems or issues; and
- what's in it for the particular stakeholder group (e.g., employees, employer, community).

For example, you may consider all of the non-mechanical causes of accidents, such as over-work, exhaustion, or stress, and how the WHS can reduce the accident rate. Think about how the WHS may present a cost-effective way of reducing absenteeism by addressing such possible causes as stress, alcoholism, lack of control over work, or the demands of family responsibilities. Finally, consider that the health-related costs for an employer — such as health benefit packages, sick days, reductions in productivity, or Workman's Compensation premiums — can run as high as a day's wages for each employee every week. How might the WHS help re-allocate these expenses to initiatives that are more effective for everyone?

Work with the concrete, specific problems and benefits that you identify to assess whether they are persuasive enough to build widespread support for the WHS among the different groups of stakeholders. As a group, try to reach consensus on the priority to give each of the benefits you identify. Your discussion of priorities will be easier if you decide on some simple criteria to guide your decisions. These criteria may be based, for example, on the following:

- the community's sense of what is important
- the employer's sense of what is important
- · employees' sense of what is important

evaluation
factsheet entitled
"What do worksites
expect from their
health promotion
programs?" for
some pointers on
what stakeholders
look for from
health promotion
programs.

See the WHS



- cost-benefit expectations (e.g., time, energy, money)
- the three avenues of influence referred to in the WHS
- the five guiding principles of the WHS
- ethical and legal issues

Finally, your group should try to create a simple and descriptive general statement of purpose that can be used to build agreement and support. Here are a few examples:

- To help employees maintain and improve their health within a supportive and healthy work environment.
- To provide opportunities for businesses to access new programs within the community that will help to improve the health of their employees.
- To improve the health of our company by helping to improve the health of employees.

Be sure to record the statement and consider "testing" it on some individuals who are not yet associated with the project, before you use it to communicate with key stakeholders.

Do We Understand the Barriers We May Face in Implementing the WHS?

Understanding the potential barriers to the successful implementation of the WHS is important because it will help you convince others that your proposals are feasible. Also try to develop some strategies for surmounting the barriers, including the names of individuals or groups that may be able to help your group overcome the barriers you face by offering advice, influencing others, offering resources, or serving as an active member of your WHS committee.

Some of the most common barriers, and some strategies for overcoming them, include the following:

- Lack of interest or low priority Some of the least healthy working environments are
 also experiencing the greatest time and money pressures. In this situation, WHS may be viewed
 as a luxury that business can ill afford. Your group will want to identify an influential leader
 who can advise you on how to gain the support of a preoccupied, and no doubt stressed,
 management.
- Poor management-labour relations If management-labour relations are poor, it may
 be difficult to establish the trust necessary to implement the WHS successfully. Your group
 might want to identify people who will support the WHS because it offers them a way to establish
 areas of common ground between management and labour.

Use Tool 1.1 on page 15 to assess the benefits of the WHS and build arguments for stakeholders.

Brainstorming may be used to broaden and facilitate the group's thinking. See Tool 1.2 on page 16 for some suggestions on brainstorming techniques.



Use Tool 1.3 on page 17 to assess the barriers, strategies for overcoming them, and who can help.

Use Tool 1.4 on page 18 to keep track of who may help and what you have done to secure their support.

- Limited resources At this point, your group may not be able to identify all of the financial
 or human resources required to implement the WHS. However, you can begin to assess what you
 will need and whose support you will want to have to secure those resources.
- Lack of leadership Because there are many occasions when the process can be disrupted
 because of any number of complications, the successful implementation of the WHS demands
 strong leadership. Your group can start to find the formal and informal "leaders" who, throughout
 your work, can remind others of its importance and keep them motivated.

Do We Have the Support of the Right People?

There are leaders in your workplace or community whose support, though not critical to your project, is nevertheless very *important*. Often, these are the people who will help you secure the commitment of those whose support is critical. These leaders will vary depending on the individuals, the organization, the community or the WHS model you are implementing. Look for important leaders within such groups as:

- business people such as owners, executives or managers
- union leaders or other employee representatives
- opinion leaders, i.e., individuals or employees who are respected, involved and influence the opinions of others
- professions such as nurses, physicians, lawyers, members of the clergy, therapists etc.
- occupations such as farmers, etc.
- community organizations such as the Chamber of Commerce, farming organizations, women's institutes, business organizations etc.

There are others whose support will be *critical* to the implementation of the WHS. These may demand greater effort on your part to identify who they are, to analyze their interests and concerns, and to secure their support through presentations or other communications. Depending on your situation, these decision-makers can include large groups. For example, in the case of the Farm Business and Small Business Health Model, every owner or farmer in the community as well as those in charge of the coordinating agencies and possible partners would be on the list of key decision-makers. For the Corporate Health Model, decision-makers would most likely include the CEO, Board of Directors, senior managers, and the unions.



Given the importance of the decision-makers' support to your project, it is worth investing the time to analyze each person or organization and what you need to take into account when seeking their commitment. Use the following questions to analyze the decision-makers.

Expectations of Decision-Makers

- What do you expect of them in terms of:
 - resources?
 - a visible commitment?
 - leadership and direction?
 - their willingness to change policies and practices?
 - their personal time commitment?
- What will they expect of you in terms of:
 - your personal time commitment?
 - the responsiveness of your programs to needs?
 - reporting structures and schedules?
 - coordination of WHS activities such as administration and public relations?
- What commitments are you prepared to make in return?

Interests of Decision-Makers

- What are their priorities?
 - increased productivity?
 - improved morale or labour relations?
 - reduced accidents or absenteeism?
 - improved workplace health?
- Do their interests correspond with those of your group?
- What can your group do for them?
- How will the WHS support other workplace or community initiatives of interest to them?



In all of your group's contacts with decision-makers, it is best to promote a consistent and clear message about the WHS and the support you are seeking. When considering the decision-makers' expectations and interests, then, spend some time discussing how you will communicate your requests for support and what you will say. Whether you decide to make presentations or use other methods, your appeal will be more effective if you:

- clearly state what your group and the WHS can do for them and what you will need in return,
- *inspire* them with why you think the WHS is important, and
- test the presentation with "skeptics" and refine it according to their feedback.

Use Tool 1.5 on page 19 to record your conclusions about the decision-makers.

Are Our Supporters Really Committed?

Before getting too far along in the WHS process, your group will want to assess whether it has the necessary commitment, particularly from the critical decision-makers. Use the following checklists to guide your discussion.

Corporate WHS Models

Discuss to what extent your group has obtained:

- a high level of interest among all management groups
- widespread support for a purpose that embraces the principles and avenues of the WHS
- a commitment from decision-makers to respond to identified needs and secure the required resources
- the visible support of decision-makers

Community-Based WHS Models

Discuss to what extent your group has obtained:

- dedicated volunteers and organizers, some of whom will form the nucleus of the WHS Committee
- the support of coordinating agencies
- the support of participating businesses or farm owners
- the support of a variety of community groups
- a way of securing resources from a wide variety of sources



- widespread support for a purpose that embraces the principles and avenues of the WHS
- a commitment from decision-makers to respond to identified needs and secure the required resources
- the visible support of decision-makers

In your discussions, be sure to consider the evidence indicating that the commitment is not in word only. Here are some signs that a decision-maker is committed to a cause:

- signing letters of understanding with sponsoring organizations
- showing visible signs of endorsement, such as logos on letterhead or banners at functions
- promoting or participating in WHS programs or significant activities
- advertising the WHS through press releases, public service announcements, publicity events, etc.
- making introductions, encouraging support among other potential stakeholders
- · completing tasks to get things started or keep them moving
- providing required resources
- serving as members of the WHS Committee
- providing advice or guidance
- showing changes in attitude
- implementing changes in policies or practices (e.g. flexible work-hours, EAP, etc.)
- announcing a commitment to WHS to others
- encouraging a linkage between WHS and organizational objectives

Because the *continuing* support of leaders, decision-makers and stakeholders is vital throughout the WHS process, your group may want to monitor the level of commitment and re-assess the visible signs of support periodically.

Use Tool 1.6 on page 20 to access the level of commitment both at the beginning of the WHS process and periodically throughout the program.

Use the checklist in Tool 1.7 on page 21 to confirm that you have completed Step 1 effectively.



TOOLS FOR GETTING ORIENTED, GAINING COMMITMENT



BUILDING ARGUMENTS FOR THE WHS

	Problem	Benefit or opportunity	Will this help build commitment?	Potential supporters
Individual				
Workplace				
Community				



BRAINSTORMING TECHNIQUES

Painstorming is a useful technique for generating ideas, exploring issues or examining options in a way that mobilizes creativity and knowledge of all members of a group. It may be applied to many of your group's discussions and in fact, if used regularly, will give the group greater confidence that it has been thorough in its thinking.

Before attempting a brainstorming session, it would be wise for the group to establish some simple rules, such as the following:

☐ Examine and expand upon each topic area.
☐ Write down <i>every idea</i> .
$\hfill \Box$ Do not allow any judgments to be made until the brainstorming session is over and you are making decisions.
☐ Ensure that each person contributes.
☐ Do not end the session prematurely if you hit a lull. Start over and continue for a while longer, because sometimes the best ideas are the last ones.
☐ Tidy and categorize the points made, and retain the complete list of ideas.

At the end of the brainstorming session, the group can review the ideas generated, express their judgments on each, and make a decision.

Tool 1.3 Step 1



DEVELOPING STRATEGIES

Location	Potential barrier	Strategy	Helpful individuals	WHS contact person
Individual				
Workplace				
Community				



GETTING THE SUPPORT OF THE LEADERS

	Support obtained				
Potential Leaders	Approached				
	WHS contact person				
	Method of communication				
	How they can help				
	Names				



ANALYZING THE DECISION-MAKERS

Decision-maker	What you expect from them	What they might expect from you	Their principal interests



ASSESSING COMMITMENT

	Should action be taken?				
Quarter 20		Dedication			
	ice of	Commitment			
Review of	Evidence of	Involvement			
ision-makers —		Interest			
Commitment of key decision-makers — Review of _	Date completed :	Organization			
Commit		Name			



CHECKLIST FOR STEP 1

ave we succeeded in getting oriented and gaining commitment? In other words, have we:

Identified why the WHS is important and how its implementation will help address the challenges, issues or problems facing our employees, organization and/or community?
Examined the barriers we may face in implementing the WHS and identified who can help us overcome them?
Identified and secured the support of important leaders who are willing and able to help us get started and obtain the commitment of decision-makers?
Identified and analyzed the interests of the decision-makers whose support is critical to the successful implementation of the WHS?
Secured the support of the decision-makers, seeing evidence of their commitment in the visibility of their support and their actions?
Established a method and schedule for monitoring the commitment of decision-makers?



Management guru Dr. W.E. Deming once said that "Every organization is perfectly designed to achieve the results it gets."

Step 2

ESTABLISHING THE COMMITTEE



hile you and your group are organizing yourselves into a more formal committee, you may find it helpful to evaluate — and record — the decisions made together about the composition and working methods of the Committee. The following tools and techniques will assist you in establishing the committee effectively and periodically revisiting your decisions to ensure their continuing relevance.

Are We Clear About Our Purpose?

Any group of people working together — whether it is a huge corporation or a small task force — will work more efficiently and with greater purpose if they share a vision of what they are trying to accomplish and why. An effective statement of mission and goals should:

- Inspire, helping to motivate members of the group and encouraging others to join.
- Provide direction, serving as a reminder of purpose and a way of assessing the group's performance and progress.
- **Define boundaries**, so members can focus their energies on the main purpose without getting side-tracked.
- Facilitate decision-making, offering fundamental criteria to assess options.

One of the first tasks of the WHS Committee (or its first members) will be to define and agree to a statement of its mission and goals. It is important to spend some time reviewing this statement against the list above to make sure the statement will serve the Committee well over the long term.

Have We Selected and Empowered a Chairperson?

The WHS Committee will benefit from a strong Chairperson, who is given the authority by the group to organize them and preside over their discussions. First of all, you may want to reach consensus on the process for selecting a Chairperson — whether elected or appointed — and the length of term, which could be, for example, for one year or until the completion of a particular phase of your work. You may also consider other arrangements such as "rotating" representatives of various stakeholder groups into the position, or sharing the responsibilities between Co-Chairs.

Use Tool 2.1 on page 33 to develop a statement of mission and goals for the Committee.



Committee members should also agree on the role of the Chair and clarify their expectations of their leader. A Chairperson could do any or all of the following:

- · chair meetings in a timely and orderly manner
- establish the time and location of meetings
- determine the agenda for each meeting
- · keep the discussion during meetings focussed
- · assign tasks
- help members work together
- keep the decision-makers informed
- · do everything that no one else wants to do

Finally, in considering candidates for the role, Committee members should to give some careful thought to the knowledge and range of skills needed. These could include:

- experience with similar projects
- an understanding of the needs of the community or organization
- · knowledge of the WHS
- a genuine interest in, and commitment to, the goals of the WHS
- skills in focussing and facilitating discussion, planning, delegation, communication, dispute resolution and problem solving

Do We Have Access to the Talents We Need?

During the early stages, the WHS Committee may consist of individuals whose greatest asset is enthusiasm. This enthusiasm is critical, because it provides the energy and commitment needed to get things started. However, as progress is made, the Committee will learn more about the range of skills and perspectives needed, and that sometimes different expertise will be needed at different times. It would therefore be helpful to assess the expertise needed during each step of the WHS implementation and ensure skilled individuals are involved when required — or to provide the training and resource materials for current members to acquire needed skills.

Tool 2.2 on page 34
can be used to
identify the
expertise needed
during the steps
of the WHS
implementation,
while Tool 2.3 on
page 35 is useful
for assessing the
expertise already
available in
current committee
members.



Use Tool 2.4 on page 36 to develop a profile of the Committee and identify the gaps, if any, in strengths and interests.

There is more than skill sets to a team. A mix of personalities and interests can also be important to the group's ability to work effectively together and to extend the breadth of thinking within the group. For this reason, the Committee may find it useful to develop a profile of all the members of the Committee, so that, if needed, other members can be recruited. In general, an effective team will collectively display various strengths in performing tasks and in dealing with people, as outlined in detail in Tool 2.4 on page 36.

When reviewing its expertise and talents, the Committee may want to answer the following questions — and to redo this assessment from time to time:

- Is the Committee representative of the various types of workplaces and employees you intend to serve, taking into account such factors as types of businesses, job areas and levels, management/union representatives, and gender, age, language, ethnicity demographics?
- What additional expertise is required given the current composition of the Committee, particularly in areas such as finances, promotion, or program evaluation?
- Is there a plan for attracting new members who have the skills experience that the Committee will require?

Does Our Management Framework Encourage Teamwork?

The management framework governing the way the Committee discusses issues, makes decisions and assigns tasks should be discussed and reviewed periodically.

After the group has worked together for a short while, the Chair may want to suggest that certain groundrules be established so that expectations are clear and every member's contribution is sought and valued. In developing this "Code of Conduct," consider the following issues:

- Time commitments. Develop guidelines to ensure that the time spent in meetings is well
 used and that alternatives to full meetings are sometimes considered, such as memos,
 conference calls, etc.
- Delegation of responsibility. Decide how and to whom your Committee may delegate. For
 example, individuals or sub-committees could be given responsibility to complete certain tasks
 and asked to report back to the Committee at given times or for major decisions.
- Respectful behaviour. Develop some rules to ensure that everyone can participate
 meaningfully in discussions, such as avoiding to "personalize" disagreements, avoiding the use
 of jargon, encouraging the freedom to express ideas, and ensuring equal treatment regardless
 of title or position.



- Recognition and thanks. Consider including moments of recognition and thanks as part of your exchanges — most WHS Committee members are donating their ideas, time and energy.
- Conflict resolution. Agree to a mechanism for resolving conflicts, preferably before one emerges.
- Decision-making. Agree to a mechanism for making decisions; for example, will every decision require a unanimous vote or is 50 percent plus one sufficient?

Paying close attention to the patterns of communication during Committee meetings will help the Chairperson monitor whether certain members are being dissuaded from contributing by more energetic members of the group. Tool 2.6 (page 38) will help in analyzing these patterns so that the Chairperson can take corrective action (such as privately raising the matter with the individuals).

Does Our Management Framework Encourage the Development and Renewal of the Committee?

A WHS implementation can often take quite a long time, and so it is important that the Committee not ignore the need to encourage its own learning and to attract new members over the long term.

To promote the development of individual Committee members, it is worth assessing each member's involvement periodically to confirm their interest and to ensure that there are no barriers to their making a full contribution. Tool 2.3 (page 35) will help, as well as asking questions of the member such as the following:

- Do you feel involved and appreciated?
- Do you feel that your expertise and experience is being used appropriately?
- Is there anything limiting your involvement or ability to contribute?

You may also find it helpful to dedicate occasional meetings to assessing the Committee's strengths and areas in need of improvement. One WHS Committee holds upbeat M&M (Mistakes & Misgivings) meetings twice a year. At the meeting, the Committee discusses the mistake, what was learned and gives the appropriate person a bag of M&Ms in celebration. Such an approach recognizes that mistakes can be valuable since they offer an opportunity to learn.

Finally, the Committee would be well served to establish a process for attracting new members when needed, remembering in particular the expertise needed at each step of the WHS process. Ideally, each member should be responsible for networking within their workplace or community on an ongoing basis to ensure that potential candidates are identified and recruited.

Use Tool 2.5 on page 37 to record the rules that the Committee creates and ensure that everyone has a copy. These rules should also be reviewed and re-endorsed by the entire Committee periodically.

Use the project workplan in
Tool 2.7 on page 39 to track tasks and projects so that the Committee can monitor progress.



Does Our Management Framework Include a Way to Assign and Track Tasks?

Major tasks or projects can be undertaken by individual members, sub-committees, or the WHS Committee as a whole. It would be helpful if the Chair and the Committee had a general idea of the criteria it will use when deciding to whom to assign projects. These criteria can include such factors as:

- volume of effort required
- time available
- importance of the work
- confidence in those to whom work may be assigned
- experience, expertise and interests of those to whom work may be assigned

Have We Established a Reporting Framework?

Part of retaining the support, particularly of decision-makers, means keeping in touch. Create a way for the WHS Committee to keep the decision-makers and other stakeholders informed. This communication should be two-way, informing stakeholders but also soliciting their feedback. This ensures that the Committee can make adjustments as necessary to respond to emerging issues, is linked to other organizational or community priorities should they change, and is always open to seizing opportunities for additional funding or other assistance should they arise.

Use Tool 2.8 on page 40 to plan communications activities.

Use the checklist in Tool 2.9 on page 41 to confirm that you have completed Step 2 effectively.



TOOLS FOR ESTABLISHING THE COMMITTEE



DEVELOPING MISSION AND GOALS

While a mission states *why* a group exists, a goal articulates in more concrete terms what the group will actually produce or accomplish. One way of articulating this is to express a mission in terms of what you exist to do, and to express goals in terms of the products or changes that tell you that you are really doing it.

One technique for developing a shared statement, then, is to develop a list of mission and goals, selecting and refining from that list until all members of the group agree.

To begin, go around the table and ask each Committee member to offer his or her perspective on what the Committee is here to do, and how the Committee will know when they are doing it (or that it has been done). Record the proposals using the following chart, encouraging members to discuss the various suggestions, querying others or defining more fully what they mean. After giving members the time to ponder the various suggestions, ask the Committee as a whole to identify the common themes, select the most themes and goals, and elect two or more members to develop a proposed mission and goals statement for the Committee's consideration.

Mission — What are we to do?	Goal — How will we know when we're doing it?



ASSESSING THE EXPERTISE NEEDED

Step	Required experience or expertise	Potential sources	Potential individuals	WHS member contact



ASSESSING THE EXPERTISE OF MEMBERS

Committee member's name	Why were they chosen and/or why did they join?	Who do they represent and how much influence do they hold?	What is their expected role and level of responsibility?	What expertise or experience do they bring?



DEVELOPING A COMMITTEE PROFILE

ne way to assess the breadth of the personalities and talents in the Committee is to have each member analyze their preferences when approaching tasks and when dealing with people, using the following categories.

Relationship with Tasks

I prefer to be involved with	I	prefer	to l	be	invo	lved	with
------------------------------	---	--------	------	----	------	------	------

☐ implementation , focussing on schedules and deadlines
$\hfill \Box$ action, working on getting moving towards an objective
☐ data, collecting evidence of progress and success
☐ ideas, looking for solutions to problems

Relationship with People

I tend to be more concerned with:

☐ fairnes	ss and rules, sticking to agreed targets and rules
□ netwo	rking, reminding people of ideas and resources
□ conser	nsus, helping in negotiations and building satisfaction
☐ feeling	s, wanting everyone to feel involved and happy

Use the following chart to record the results and identify where the gaps in the Committee's profile may exist.

Committee	Tasks			People				
Member	Implementing	Action	Data	Ideas	Fairness	Networks	Consensus	Feelings
Total								

Tool 2.5 Step 2



COMMITTEE CODE OF CONDUCT

Code of conduct	20

37

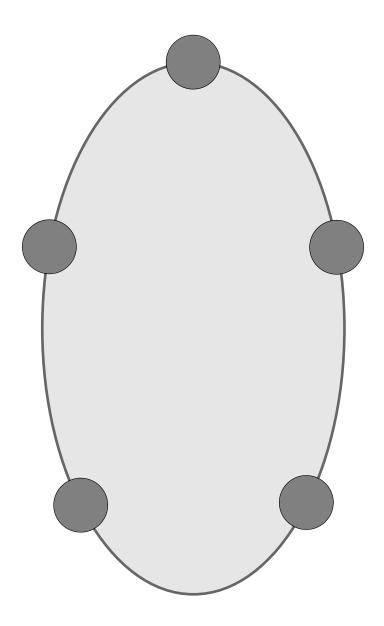


ANALYZING COMMITTEE DISCUSSIONS

This tool requires someone to diagram communication patterns. They start by observing the Committee during an average discussion. On a blank sheet of paper, write the initials of each Committee member as per the seating arrangement. Once open conversation begins, draw a line from the person who is speaking:

- towards the centre, if their contribution was to the group
- towards an individual, using an arrow, if their contribution was directed only at that individual

The length of the line should correspond with the length of time that the person spoke during *each* of their contributions.



Tool 2.7 Step 2 PROJECT WORKPLAN



	Project workplan	
Name:	Project leader:	
Objective:		
Team members:		
Description of task	Required resources and/or milestone	Reporting requirements



COMMUNICATION PLANNER

Who	Why	How	How well did it work?



CHECKLIST FOR STEP 2

L	■ ave we done al	l we can in est	ablishing the Cor	nmittee to ensur	e its success?	In other words,	have we:
Г	1						

Confirmed our mission and goals to ensure that they provide the Committee with the direction and guidance that we need?
Selected a Chairperson and clarified his or her role?
Identified the expertise needed to implement each step of the WHS and identified prospective Committee members?
Established a management framework that sets rules for effective teamwork, ensures the Committee will develop and learn, and clarifies how tasks will be assigned and tracked?
Established a reporting framework to keep decision-makers, key opinion leaders and other stakeholders properly informed?



The best way to find out what someone needs is to ask them!

Step 3





he needs assessment will be conducted using a tool called the Employee Health Questionnaire. The following tips and techniques will help the Committee improve the response rate on the questionnaire and ensure it has the right information to interpret the results.

Do We Have the Right Information About the Target Audience?

Knowledge about the people who will be completing the questionnaire is important for a variety of reasons. First, it will help you plan the logistics of administering the survey to maximize the response rate. Second, you may want to adjust the questionnaire to reflect local issues and concerns. Finally, you will be better able to interpret the results, since you will have a point of reference to validate findings or plan programs. Here is a list of the kinds of things your Committee may want to know:

- Characteristics of the **organizations** involved, such as:
 - type of organization (industrial? agricultural?)
 - types of employment activities and departments
 - shift schedules, hours worked and peak seasons
 - number and location of worksites
 - number and types of accidents and injuries
 - absenteeism rates
 - sick/disability leave patterns
 - grievances
 - staff turnover
- Characteristics of the workforce, such as:
 - number of employees
 - demographics in terms of gender, age, ethnic background, language, etc.
 - years of service
 - levels of education
 - full-time/part-time status
 - family employers
- Local concerns or issues, such as:
 - stress levels
 - health and safety issues
 - existing health initiatives in the workplace or community



Have We Addressed Any Obstacles to Getting a Good Response Rate for the Survey?

While planning the needs analysis, the Committee should consider whether there is anything that may prevent members of the target audience from completing the questionnaire. Review the list of potential barriers identified during Step 1, and pay close attention to the following issues that can operate as impediments:

- Confidentiality. Employees need to know their answers will be held in confidence if they are
 to answer honestly. If the needs analysis will form your baseline data for evaluating the
 effectiveness of the programs you implement and so you need to keep track of individuals
 then you can ensure confidentiality by applying a numbering code to employees. If the
 needs analysis will not be used for evaluation purposes, you can offer employees complete
 anonymity and have no identifiers at all on the questionnaires.
- Timing. Employees may hesitate to complete a questionnaire during busy periods, during holiday seasons, or without proper warning or adequate information.
- Skepticism. Employees may not take the questionnaire seriously if they do not believe that
 the information will be used or believed.

Have We Included Ways of Promoting the Survey?

Before beginning any promotional activities, the WHS Committee may want to ensure that it has developed some promotional materials. It is worth spending some time deciding on the general impression that the Committee wants to leave with the target audience — such as instilling confidence, expressing concern for the well-being of individuals, showing professionalism. The Committee will also want to agree on the message that it wants to impart. In particular, they may want to ensure that any material stresses:

- the benefits of the WHS for employees and their worksite
- the importance of the survey and getting a high response rate
- the respect for confidentiality
- details on when and how to complete the survey and how it will be distributed and collected

Use the checklist in Tool 3.1 on page 51 to ensure that the logistics of administering the survey promote a high response rate.



Refer to the manual
How to Administer
a Needs Assessment: A Guide for
the Workplace
Health Committee
for the steps to
implementing the
needs assessment
survey. Use
Tool 3.2 on page 52
to confirm that you

are following the steps as suggested.

can include:

memos, newsletters, church bulletins, posters
local media reports or advertising (newspapers, radio, TV)
envelope inserts with paycheques
announcements at events

Have We Linked the Survey to Other Events and Organizations to Give It Greater Credibility?

There is a variety of ways of alerting members of the target audience to the survey and its importance. The Committee may want to brainstorm (see Tool 1.2, page 16) to generate some of these options, which

Well-attended events often offer opportunities to distribute the questionnaire or promote the goals of the needs assessment. Consider some of the following opportunities:

- regular corporate events such as "lunch and learn" sessions, staff meetings, etc.
- social events such as company picnics or community fairs
- events sponsored by credible health or social service organizations such as the Cancer Society, Heart and Stroke Foundation, etc.

Well-respected individuals or organizations that endorse your survey can also lend the process greater credibility with the target audience. Consider getting the support or establishing partnerships with some of the following:

senior managers

• word-of-mouth

- union representatives
- community leaders
- local or regional health departments
- Chambers of Commerce
- community organizations, such as Kiwanis, health promotion organizations, etc.

Use the checklist in Tool 3.3 on page 53 to confirm that you have completed Step 3 effectively.



Have We Established a Mechanism for Keeping Communications Open?

It will be important to keep members of the target group, decision-makers and stakeholders interested in the WHS while the Committee reviews the results of the survey, validates the findings, obtains feedback and works to create the Workplace Health Profile and the Health Plan. The WHS Committee should ensure that it has developed a plan for keeping people interested in the WHS. This can include any of the promotional methods used to implement the survey or by creating a sub-committee that can take responsibility for promoting awareness.



TOOLS FOR CONDUCTING A NEEDS ASSESSMENT

Tool 3.1



CHECKLIST FOR ADMINISTERING THE SURVEY TO GET THE MAXIMUM PARTICIPATION

o our ov	erall plans for the survey take into account:
	levels of literacy?
	language preferences?
	confidentiality concerns?
	when best to distribute the survey?
	promotional materials such as memos, posters, flyers, etc.?
	getting the information to hard-to-reach groups?
	recruiting and training volunteers?
Do our plans	s for distributing the survey take into account reaching:
	off-site employees or employees located in out-of-the-way places?
	worksites spread throughout a community, e.g., farms or small businesses?
	employees on holiday or extended leave?
	seasonal or part-time employees?
Do our plans	for promoting the completion of the survey cover include such measures as:
	permission to complete the survey while at work?
	assistance to those with special needs?
	same-time delivery and completion (e.g., by appointment)?
	reminders to complete the survey?
Do our plans	for collecting the questionnaires cover such measures as:
	centralized collection boxes?
	collection at multiple locations?
	stamped self-addressed envelopes?

STEP 3 — TOOLBOX 51



Tool 3.2

CHECKLIST FOR IMPLEMENTING THE SURVEY

Strategy for confidentiality or anonymity was developed and explained to participants.

Letter of support was included from highest possible authority.

Distribution strategy was carefully developed to maximize interest and participation.

Strategies were developed to reach the "hard-to-reach" members of the workforce.

Response rate was over 50 percent in each occupational group.

- ☐ If response rate was not over 50 percent, the possible reasons have been discussed and written down.
- $\hfill \square$ Overall representativeness of the survey results was discussed and recorded.
- ☐ Strategies were discussed and written down for filling in gaps in the survey information.

Tool 3.3



CHECKLIST FOR STEP 3

H	ve we d	ione an we could to ensure the needs assessment is completed successionly: in other words, have we:
		Obtained enough information about the target audience to improve the response rate, understand their concerns and improve our interpretation of the results?
		Identified and addressed any obstacles to getting a good response rate for the survey?
		Designed ways to promote the survey to improve the response rate?
		Implemented the survey in accordance with the suggestions in <i>How to Administer a Needs Assessment:</i> A Guide for the Workplace Health Committee (see also Tool 3.2)?
		Established ways of maintaining interest in the WHS while the Committee works to interpret the survey results

and create the Health Plan?



It is vital that the workplace health profile — developed from the results of the needs assessment — is accurate because it is the *primary information source* for creating the health plan.

Step 4

DEVELOPING A WORKPLACE PROFILE



uring this step, the Committee will lay the groundwork for the Health Plan by analyzing and validating the results of the needs assessment survey. This phase involves, primarily, reviewing and communicating the results to solicit the feedback that will provide clarification, put the issues in context, and set some preliminary priorities for the WHS program. The following tools and techniques will help the Committee develop a Health Profile that is truly representative of the workplace.

Have We Reviewed the Survey Results to Assess Their Accuracy?

Bearing in mind the various characteristics of, and sub-groups within, the workforce (such as gender, age, years of service, ethnic background, language, etc.), the Committee will want to consider the results of the needs assessment survey, asking whether the resulting profile is accurate and representative of the workforce. Some key questions to ask include:

- Does any of the information conflict with that which was gathered for the workforce overview during Step 3?
- Is the Committee interpreting the information correctly? Is more information required for clarification?
- Does the Committee have enough information to provide a context that will help to distinguish between problems and symptoms?
- Are there any additional areas that should be examined, based on what you now know?

You will probably find that further consultations and information-gathering are needed to expand your current knowledge enough to build the Workplace Health Profile. Whether you need additional information or not, you may decide to share the results of the needs assessment with the various stakeholder groups.

Have We Set Some Goals for Communicating and Consulting on the Results?

It is a good idea to discuss and be very clear about the communication goals. You may decide to achieve any of the following as your primary purpose:

- Inform employers and employees of the results of the needs assessment.
- Help identify areas where the information available is weak (i.e., contains "gaps" or inconsistencies).
- Begin to generate ideas as to how best to proceed, overcome potential barriers to progress and to identify solutions.



You may also have some secondary purposes, such as the following:

- Help maintain the momentum and interest in the WHS, confirm areas of greatest priority or interest.
- Help create a sense of trust and openness around the process.
- Begin to effect changes in behaviour.

Have We Chosen the Best Methods for Communicating and Consulting?

Whatever the primary purpose of your communications, you will probably want to ensure that you get the feedback that will help you test the validity of the survey results, acquire additional data, and assess the target groups' responses to those results. In designing your methods, try to make sure that you can reach all the target groups (including those who did not participate in the survey), that you give people a sense that their participation will result in action, that you inform them clearly how they can provide feedback, and that you devise methods to capture and analyze their responses.

The communication and consultation vehicles can include articles in newsletters, distribution of reports, presentations, and various ways of getting feedback, such as the following:

- **Interviews and informal surveys.** Because they are done individually and can therefore assure confidentiality, these are the best way of collecting personal information and opinions. It is important to ensure that the interview guide is as neutral as possible.
- **Focus groups.** These consist of a *specific* group of individuals who are chosen because they are representative of the target group. The focus group participants should be *carefully selected* to ensure that they match the profile of the workforce developed in Step 3. A focus group usually contains people who are more similar than dissimilar. For example, you would be well advised to run separate groups for management and labour in a large corporate business. The meeting should be managed by an experienced focus group facilitator to ensure that the opinions expressed are not unduly influenced by individuals who are not representative of the target group.
- Feedback sessions. These are, effectively, a cross between a presentation and a focus group, the primary distinction being that you have far less control over who attends a feedback session. Again, an experienced facilitator will ensure that the meeting is run in a timely manner, is not dominated by one opinion or another, and produces the information required.

The experience of conducting the needs assessment probably taught you something about communicating in your company or community. Use Tool 4.1 on page 63 to analyze what you learned and apply these lessons during Step 4.



Use the checklist in Tool 4.2 on page 64 to confirm that you

have completed Step 4 effectively. Here are a few pointers to keep in mind when designing your interviews and feedback groups:

- Generate discussions that will help you compare the results of the needs assessment to participants' perceptions of what is needed.
- Include in your groups or interviews the appropriate experts to get their feedback.
- Ask questions that encourage participants to exchange information based on personal experience rather than opinion.
- Devise questions that are neutral and not leading. For example, you will want to ask, "Are there any causes of stress in this work environment, and if so, what are they?" rather than "Do you think that the lack of control over your work causes stress for you and other employees?"
- Keep your questions simple and to the point. Don't overwhelm people. Ask them what you need to know clearly and concisely.
- Ask questions that will provide the answers that you need. It is easy to get off track while any question may provide some useful information, it is important to get the information that you need.
- Respect the privacy of those being interviewed or consulted.

Have We Considered All the Key Issues in the Health Profile?

Before the Committee finishes analyzing all of the information and draws the conclusions that will form the basis of the Health Plan, members may want to ask themselves whether they have considered all the issues, conditions and sources of assistance available. The following represents some of the issues and points you could discuss to "test" the thoroughness of your considerations:

- **Connections.** Have we made the links between individual health practices, such as eating, smoking, exercise, and the environments into which people bring these practices?
- **Support.** Are there policies or activities within the workplace that support people's efforts to maintain and improve their health, and to work in a safe and supportive environment?
- Employer/employee balance. Have we considered the balance needed between what an individual is expected to do, and what the employer is expected to do?



- **Workplace policy**. Have we considered the need for a policy? A well-balanced Health Plan will have a far greater impact if it is supported by a comprehensive health policy in the workplace.
- Successful programs elsewhere. Are there policies, projects and programs that have been shown to be successful elsewhere in improving a given health problem or issue?
- **Priorities.** What should be the priorities?
- **Communication and participation.** Have we ensured that the work force can be kept informed and involved as the Profile is analyzed and the Health Plan is developed?



TOOLS FOR DEVELOPING A WORKPLACE HEALTH PROFILE

Tool 4.1



COMMUNICATION — LEARNING FROM EXPERIENCE

Method	Level of effort 0 = none 3 = high	Cost 0 = no cost 3 = high	Success 0 = poor 3 = high	Comments
Memos				
Newsletters				
Media				
Presentations				



ave we gathered all the information we need to produce a Workplace Health Profile that is accurate, representative and can form the basis of the Health Plan? In other words, have we:

- Reviewed the results to confirm that they are accurate and representative for each occupational group?
- Communicated the results and consulted with target groups to achieve our communications objectives (e.g., to inform them of issues, to create useful discussion, to validate the information, or to continue to build interest and trust)?
- ☐ Considered the key issues before we draw our final conclusions and develop the Health Plan?



People don't fail because they planned to fail, but because they failed to plan!

Step 5

ESTABLISHING A HEALTH PLAN



he Health Plan — based on the Workplace Health Profile and any other information gathered to provide a complete picture of employee health needs and the workplace — presents the goals, strategies and recommendations for the WHS program. It expresses where your program is today and where you would like it to be in the future. The following tools and techniques will help your Committee review its Health Plan to ensure that it is realistic, viable and has the support needed to proceed.

Are Our Stated Goals Appropriate and Achievable?

The goals and recommendations in the Health Plan will guide most of the Committee's efforts over the next two Steps. The WHS implementation will be judged according to the Committee's success in effectively implementing its recommendations, achieving its goals, and positively affecting the health of the target groups.

It is, therefore, vital that the goals and recommendations be appropriate and realistic. Consider testing them on such individuals as:

- representative members of the target groups
- decision-makers
- local health providers
- business or community leaders

Is the Plan Well Organized and Written?

The written Plan should allow readers to see the connections quickly and clearly, because acceptance of the Plan may depend, in part, on the ease with which it can read. Here are the fundamental principles of clear writing:

- Use short simple sentences.
- Use point form wherever possible.
- Provide examples, preferably in boxes to distinguish them from the text.
- Use charts and other graphics to highlight important ideas, issues, or data.

It may also help to have someone who is not familiar with the WHS read the draft and give you feedback on its clarity.

See Tool 5.1 on page 75 for a sample outline of a health plan.



Is the Plan Comprehensive and Balanced?

The Health Plan, ultimately, should address the underlying causes of health issues such as values, policies and attitudes. The Committee may want to confirm that its recommendations take into account the following considerations:

- the five principles of the WHS
- the three avenues of influence of the WHS
- the balance between what the individual can do, and what the employer can do, to maintain and improve health
- other considerations specific for each target group:
 - Health Profile findings
 - the goals established
 - political realities
 - knowledge of effective programs in other jurisdictions and workplaces
 - costs and time constraints

Each recommendation should be reviewed carefully to ensure that it is comprehensive and defensible. The goals for each recommendation should be stated in a way that:

- describes the anticipated results
- identifies evidence of success (or failure)
- explains the potential risks of failure
- attracts a broad base of partners who share the goal
- is seen to be relevant in the eyes of the target groups
- is seen to be achievable with existing or probable resources

Similarly, you may want to include in your plan a variety of programs, activities and policies, and consider carefully the level of programming required to achieve for each goal. Consider this goal as an example: "To achieve a sustained reduction in the symptoms linked to heart disease within our target community." The recommendation will need to address the target group's:

• Awareness regarding the health issues — "Distribute information (e.g., posters and brochures about nutrition, stress, physical activity, etc.) that help to demonstrate the direct link between lifestyle and heart disease."



- Skills, tools and abilities to address the health issue "Reinforce the need to acquire new skills and teach those new skills (e.g., CPR, health food preparation, easy exercise programs, etc.)."
- **Behaviour** relating to the health issue "Develop strategies to change the attitudes and values of the target group related to those lifestyle choices that lead to heart disease (e.g., appropriate weight maintenance, active living, smoking cessation, etc.)."
- **Environment**, by changing policies, practices, or factors within the environment that affect health "Provide more heart-healthy menu choices in the cafeteria" or "Provide more flexible work schedules to facilitate access to fitness and weight management programs."

Have We Assigned Priorities that Address Stakeholders' Concerns?

It is worth identifying which recommendations the employers and target groups think are most important within each avenue of the WHS and which ones should be addressed. This provides a useful test of the appropriateness and comprehensiveness of the recommendations from the perspective of these groups.

If the Committee decides to consult with employers, employees or other stakeholders on their recommendations and priorities, ensure that:

- The recommendations are listed in a manner that reflects the Committee's perception of the priorities within each avenue of influence and states clearly which ones will be dealt with first.
- The target audience has been identified and the Committee knows what it wants to learn
 from them. For example, do you want them to confirm the appropriateness of the
 recommendations, identify "gaps" and unserved needs, and prioritize recommendations?
- A process or tool has been created (e.g., focus groups or survey) that provides enough
 information to enable those being consulted to make informed judgments about the relevance
 and priority of the Committee's recommendations.
- The distribution and collection plan builds on the experience gained during the needs assessment (Step 3).

See Tool 5.2 on page 76 for an example of a questionnaire that can be used to get feedback from stakeholders on the recommendations in the health plan.



Have We Developed an Implementation Plan?

The Health Plan should be complemented by a detailed implementation plan that outlines the schedule for putting into place the various programs and recommendations of the Health Plan. In developing the implementation plan, consider the following:

- the priorities identified by the target group (e.g., employees)
- the priorities of decision-makers and opinion leaders (e.g., employers)
- the resources and partners available
- the interest, availability and commitment of volunteers
- key features of successful programs run elsewhere
- timing and sequencing of activities
- a balance between individual and environmental strategies
- a balance of programs and activities for each year (that address each avenue of influence)

Have We Secured the Support of Decision-Makers?

The Health Plan created by the Committee must capture the interests and imagination not only of employees, but also of employers and other decision-makers. Without the support of decision-makers, the Committee's chances of success will be greatly reduced. There are several things that the Committee can do to secure their support, including:

- reviewing the reasons the decision-makers became involved in the WHS implementation in the first place
- reviewing evidence of their support during the implementation to date
- working with the Committee member who represents the owners or management group to ensure that owners/managers are not surprised by the contents of the Health Plan

Once the Committee understands the degree of support required to implement each recommendation, *especially those of highest priority*, it can create a strategy to ensure that the required level of support is secured. Bear in mind that the Health Plan should include few or no surprises for the decision-makers and that you need to secure the commitment of these key decision-makers before publicizing the Health Plan.

Use Tool 5.3 on page 77 to prepare an implementation plan.

Use Tool 5.4 on page 78 to assess the support of decision-makers for each recommendation and to develop strategies for securing that support.



You may want to consider how recommendations could be altered *if need be* to obtain the necessary support. These alterations could include:

- reducing the scope of the recommendation
- reworking the proposed implementation schedule
- linking the success of a related recommendation to the implementation of the potentially controversial recommendation

Have We Distributed and Communicated the Health Plan Effectively?

Your strategy for communicating and distributing the Plan should reflect what you have agreed are the objectives of sharing the Plan with others, which can include raising awareness, instilling interest, seeking further commitment, sustaining momentum, or offering recognition. Use a distribution method that reaches everyone, including target groups, employees, employers, opinion leaders, decision-makers, and current and future partners. You may find the suggestions on effective communications offered earlier in this document helpful.

Use the checklist in Tool 5.5 on page 79 to confirm that you have completed Step 5 effectively.



TOOLS FOR ESTABLISHING A HEALTH PLAN

Tool 5.1



SAMPLE OUTLINE OF A HEALTH PLAN

he Health Plan should be organized to contain all the necessary information and to present the information in an orderly, readable fashion.

- **I. Letters of Endorsement** (to be obtained from decision-makers)
- II. Mission Statement (and/or statement of long-term direction)
- III. Table of Contents
- IV. Executive Summary
- V. Names of Committee Members (and sponsoring organizations)
- VI. Summary of the Health Profile
- VII. Summary of the Committee's Goals
- VIII. Overall Strategy and Priorities
- IX. Program Recommendations
 - Social Environment
 - Physical Environment
 - Personal Resources
 - Health Practices

For each program area list the following:

- the recommendation
- the type of program(s)
- why the program should work
- the anticipated results
- the resources required
- X. Scheduling
- **XI. Appendices** (with relevant documentation)

75



Tool 5.2

SAMPLE QUESTIONNAIRE TO SURVEY EMPLOYEES ON RECOMMENDATIONS

Not interested			Very interested
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
	1 1 1	1 2 1 2 1 2 1 2	1 2 3 1 2 3 1 2 3 1 2 3

Thank you for completing this questionnaire. Please return it in the enclosed envelope.

Note that the recommendations can be listed in order of priority (from the Committee's perspective) within each avenue of influence. Grouping the recommendations under similar headings will make it easier to complete the questionnaire.

To review the effectiveness of the questionnaire, ask the Committee to consider these questions:

- Do the questions provide the answers that the Committee needs?
- Are the questions leading?
- Are people forced to make a choice? If you let them sit on the fence, they will. This can be done by always providing
 an even number of options (see example), rather than an odd number (i.e., poor, average, good all too many
 will choose average).
- Has the questionnaire been tested to ensure that it:
 - is easy to read, understand and complete?
 - provides appropriate options and opportunities to respond?
 - provides the information needed to make decisions?

Tool 5.3 Step 5



IMPLEMENTATION PLAN

D		Year			Ohioativa	
Program	1	2	3	4	Objective	

77



Tool 5.4

ASSESSMENT OF SUPPORT FOR RECOMMENDATIONS

Recommendation	Decision-maker affected	Level of support required (L, M, H)	Likelihood of support (L, M, H)	Strategy for ensuring that support is secured

Before distributing the Health Plan, confirm that it has the support of decision-makers by using the following checklist:
☐ The plan has been approved by all members of the WHS Committee.
☐ The plan has been approved by management.
☐ Time and resources have been committed by management.
☐ Senior management shows open and consistent commitment to the Plan.

Tool 5.5



CHECKLIST FOR STEP 5

L	ave we develop	ed a realistic and	l viable Health	Plan? In other	words, have we:
	1				

Developed goals and recommendations that are appropriate and achievable?
Organized and written the Plan in a way that makes it easy for the reader to see the goals and priorities of the plan and understand our recommendations?
Ensured that the Plan is comprehensive and balanced, addressing major issues, as well as important, but less common issues?
Designed an implementation plan and schedule that is based on identified priorities, is realistic and links a variety of goals together in a complementary manner?
Seen senior management, owners and other decision-makers demonstrate their commitment to the process by supporting the Health Plan and reconfirming their contribution of time and resources?
Developed a communication and distribution plan for sharing the Health Plan in a way that links the plan to the Committee and its efforts to respond to the identified needs of employees?



The best plans are those that actually get done!

Step 6





uring this Step, the Committee will design its WHS programs, identifying the resources needed and establishing the workplans to implement the programs. The following tools and techniques will help you develop effective action plans for realizing your WHS objectives.

Have We Defined Our Specific Program Objectives?

The specific objectives for each program should, of course, support the goals and recommendations of the Health Plan and respond to the identified needs of the target groups. These specific objectives will usually be expressed in terms of effecting change in four key areas:

- Awareness. These objectives describe the information you want employees to learn by participating in the program. For example, you may want them to be aware of the importance of good eating for a "strong" heart, the impact of weight on heart and lifestyle, or the impact of stress on heart and body.
- **Skills.** These objectives describe what you want employees to be *able to do* by participating in the program. For example, you may want to enable them to prepare healthy food, adopt appropriate healthy eating habits, or learn stress reduction techniques.
- Attitude/behaviour. These objectives describe the beliefs and values regarding health that
 you would like employees to adopt. For example, you may want them to value and practice
 healthy eating as a part of healthy living, value and maintain a healthy body weight as part
 of disease prevention, or accept and act upon the need to manage and reduce stress more
 effectively to improve quality of life.
- Environment. These objectives describe expectations regarding changes that are desired within the workplace and home environments as a result of a commitment to building healthy workplaces. For example, you may want to provide upgraded and more healthy food choices in cafeterias and local restaurants, flexible schedules and access to facilities to assist in weight loss and fitness programs, or policies and procedures that are designed to reduce causes of stress.



Have We Defined the Program Activities to Achieve These Objectives?

There are a variety of approaches and options to consider when deciding how to achieve your program objectives. The document entitled *Literature Review: Evaluations of Workplace Health Promotion Programs*, which complements this document, may offer stimulating ideas. Talking to people in other organizations about their programs, or brainstorming as a Committee (see Tool 1.2 on page 16) may also help you generate ideas. Remember, if you want to change the health behaviour of a target group, you should include in your program all of the following levels of programming:

- awareness products and activities such as posters, information sessions, letters
- skills development products or activities including training courses, self-instruction materials, on-the-job training
- maintenance activities such as support groups, recognition and follow-up programs
 or packages that reinforce and support the new knowledge, skills and behaviours

You may find it helpful to assess how you can combine your efforts, seeking to achieve several objectives with a single activity. To explore the opportunities for combining efforts:

- go through each level of programming for each objective
- identify the areas of potential overlap
- link and/or combine what might otherwise be considered as independent activities, such
 as activities relating to both smoking cessation and stress reduction

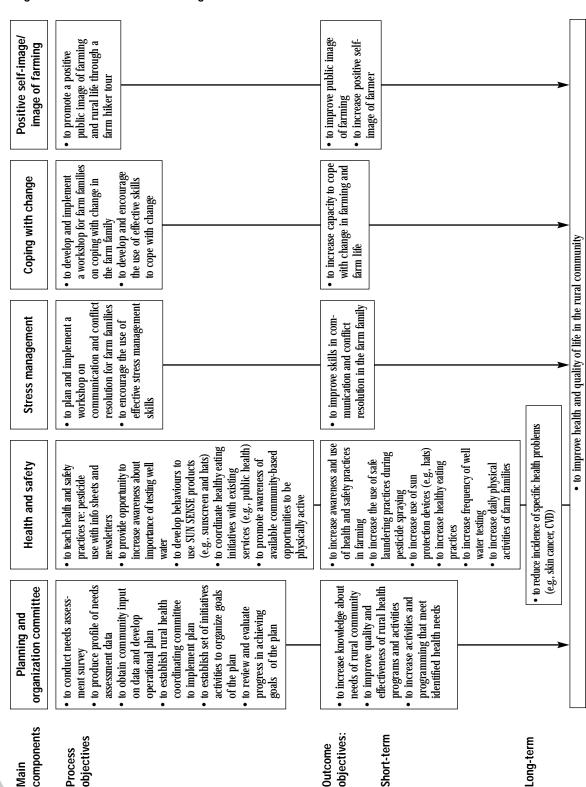
It is important that you develop a logic model, a conceptual diagram of the program you intend to deliver. The effort will serve you well, because the logic model — by specifying the main components of your program and both the process and outcome objectives for each — expresses the logic or rationale underlying the program. It therefore provides an important tool for developing specific workplans, and for implementing and evaluating your program. The companion document *Program Evaluation Manual: Key Issues and Strategies for Evaluating Your Workplace Health Promotion Program* and the factsheet entitled "Program Logic Models as a Tool for Planning and Evaluating Workplace Health Promotion Programs," provide instructions on developing logic models and how to use them.

Use Tool 6.1 on page 91 to assess the opportunities for combining efforts.

See page 85 for an example of a logic model of a rural health promotion program, and Tool 6.2 on page 92 for a template of the basic format of a logic model.



Logic Model of a Rural Health Program





Have We Identified the Resources Needed?

The Committee will want to define in detail what resources it needs to put its plans into action. Resources means more than money — it can also include people with specific knowledge or skills, materials, supplies, incentives, or support. For example, to implement health promotion programs, you may find yourself looking for such resources as:

- health-oriented posters and speakers from public health departments to address healthy food preparation, stress reduction techniques, etc.
- fitness seminars and classes, or facilities, from recreation centres
- alcohol and drug program information and speakers from a substance abuse commission or a local agency
- materials and programs from health promotion and disease prevention organizations

To acquire the resources needed, you could solicit the help or partnership of other individuals or organizations. Your request to people who may help will be more effective if your presentation includes the following information:

- The specific needs of your Committee (e.g., outline what you expect to achieve program objective, levels of programming, evaluation, etc.).
- An overview of the WHS (e.g., the five principles and three avenues), the organizations involved in this implementation, the results of the needs assessment, etc.
- The benefits of the WHS and this specific program (e.g., as shown in the program
- The benefits that they might experience as a result of their becoming involved by contributing of resources or services.

Are We Sure We Understand the Preferences of the Target Groups?

Because the preferences of employees or other target groups are so vital to participation in health promotion programs, you may want to review and confirm what these groups would prefer in terms of programs and initiatives. Consider:

- what information you need to gather to assess their program preferences
- what is the most appropriate method for gathering that information (a survey, focus groups, feedback sessions, etc.)
- whether you can do one general assessment or should do several focused assessments (such as separate surveys for the different components of your program such as eating habits and physical fitness)

Use Tool 6.3 on page 93 to define the resources needed and who may be able to provide them.



Administration: Do Our Program Action Plans Address Administrative Requirements?

In each plan, consider how to make best use of the human, financial, and materiel resources of that program. Try to foresee and plan for all administrative aspects of establishing and running each program. You will need to plan, for example, who will:

- coordinate the activities (e.g., design materials, conduct fitness sessions, run workshops, etc.)
- handle the paperwork (e.g., monitor attendance, collect and process questionnaires, etc.)
- provide the physical labour required (e.g., move tables, set up displays, etc.)

Design: Are Our Program Action Plans Well Designed?

Review the action plans and logic model to ensure that each program is designed to meet the requirements of its target audience, to be cost-effective and implemented smoothly. The Committee may want to consider whether the program is:

- Meaningful. How well does it respond to identified needs real or perceived?
- Cost-effective. Are the costs low enough to be accessible to all employees, and perceived to represent value-for-money?
- **Easy to manage.** Can the administration and paperwork be minimized?
- **Simple.** Will simple objectives, instructions, content and delivery ensure that the target group can get involved easily and without a major time commitment?
- Flexible. Can the program be adapted to meet different needs in terms of scheduling, location, etc.?
- Motivating. Will participants and volunteers have a rewarding experience that is fun and inspiring?
- **Short-term and ongoing.** Will the program address short-term needs as well as ongoing ones?



Promotion: Have We Included Ways of Building Interest in the Program in Our Plans?

To build interest in your program, include in your plan such considerations as:

- features that will capture the interest of your target audience
- types of promotional materials and communication options that will be most effective (e.g., letters, bulletins, meetings, seminars, etc.)
- specially designed long-term promotional activities to maintain interest

Bear in mind that you will probably get a lower response rate or show of interest than you would like. Consider ahead of time how you will respond to lower or higher interest than expected.

Integration With Other Efforts: Do Our Plans Link the WHS Programs with Other Activities?

Your plan should take advantage of other activities in the workplace or community to encourage participation in your programs. This can be done by:

- combining the activities of related program action plans,
- linking the WHS programs to other programs or activities that are complementary within the organization and/or community, or
- integrating WHS program activities with those that are part of a natural working day.

Implementation: Do Our Plans Include Implementation Details?

Your plans should include such details as assigned responsibilities and deadlines to motivate completion of the work, to avoid duplication or omission of tasks, and to track progress.

Evaluation: Do Our Plans Include a Way of Evaluating Whether We Have Achieved Our Objectives?

When developing the plans, the Committee should review each program objective in the logic model to identify what information will be required to evaluate the achievement of those objectives. See also Step 7 for details on program evaluation.

Use Tool 6.4 on page 94 to develop some preliminary ideas for evaluating the program.

Use the checklist in Tool 6.5 on page 95 to confirm that you have completed Step 6 effectively.



TOOLS FOR DEVELOPING PROGRAM ACTION PLANS

Tool 6.1



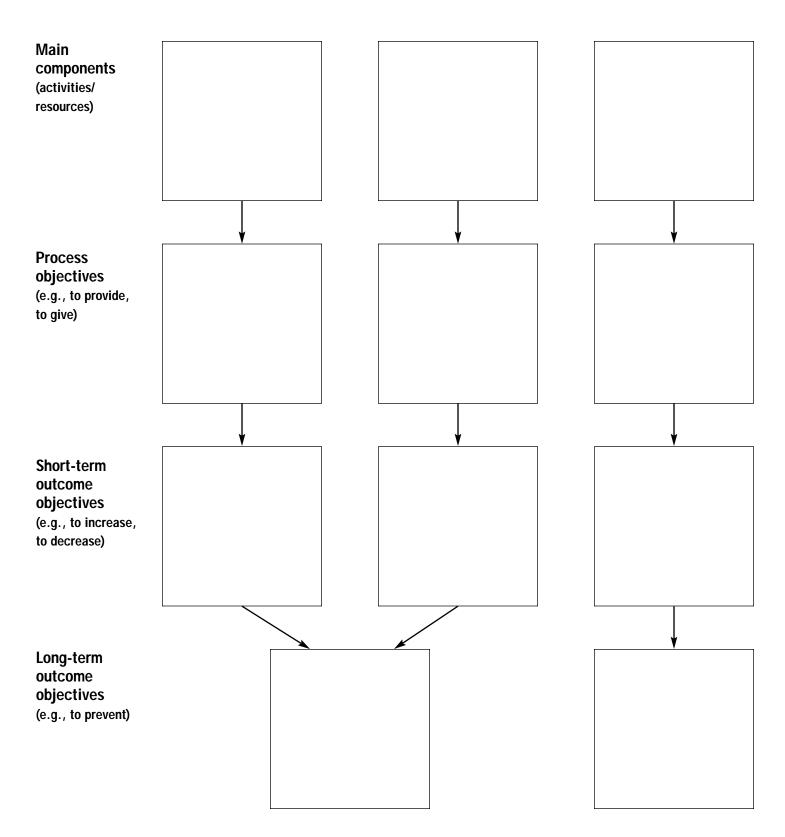
MAKING LINKS ACROSS PROGRAM ACTIVITIES

No.	Program objective	Level of programming			Program	Reference related
		Awareness	Skills	Maintenance	Program delivery options	activities



Tool 6.2

HYPOTHETICAL STRUCTURE OF A BASIC PROGRAM LOGIC MODEL





IDENTIFYING RESOURCES AND POTENTIAL PARTNERS NEEDED

Program objectives/ recommendations	Required people, information, supplies and/or facilities	Potential partners



Tool 6.4

EVALUATING PROGRAM OBJECTIVES

Program objective	Resources	Evaluation information required	Evaluation tools

Tool 6.5



CHECKLIST FOR STEP 6

ave we developed effective program action plans? In other words, have we:

- Designed effective programs that build awareness, promote skills development and encourage the maintenance of those skills through supportive activities and environments?
- ☐ Identified the resources and services needed to implement the program action plans?
- Assessed the preferences of target groups so that the programs can be designed to meet their needs in an appropriate and practical manner?
- Established workplans that address the following:
 - administration
 - design
 - promotion
 - integration with other activities
 - implementation
 - evaluation

STEP 6 — TOOLBOX 95



Looking towards future accomplishments is never enough — to really learn we also have to look back.

Step 7

EVALUATING THE PROGRAM



The suggestions and tools for Step 7 often refer to the Program evaluation Manual: Key Issues and Strategies for **Evaluating Your** Workplace Health Promotion Program. You may find it useful to have this manual on hand as you work through this step. See also the factsheet entitled "Key Principles and Practices of Program Evaluation" for a summary of the six principles of program evaluation. uring this step, the Committee will assess whether its efforts have produced positive and sustained changes in the policies of the workplace and the attitudes, skills and behaviours of the target group. The resulting information and feedback on the program will help you justify the time and resources that have been committed, as well as make improvements. The following tools and techniques will help you review progress and evaluate your program.

Have We Adhered to the WHS Process?

The WHS Committee may find it useful to first review the WHS process recommended in this document and other WHS material to summarize your progress and decide whether the process is working for you. Record your observations and thoughts about the process, the progress to date, and any decisions to take action.

Have We Discussed the Opportunities for Evaluation that Exist for Our Program?

The first two of the six principles for evaluation outlined in the *Program Evaluation Manual* state the following:

- Effective evaluation is more about understanding how we learn and change than it is about judgment and measurement.
- Every program can undertake some evaluation activity. Start small and gain confidence as you go.

Using these principles as the basis of discussion, the Committee can begin to explore the opportunities for evaluation that exist and confirm its commitment to conducting some type of evaluation activity. In particular, Committee members may want to:

- Explore their own attitudes about evaluation generally, sharing with each other both their
 positive and negative experiences in the past with evaluation activities.
- Understand and discuss the distinction between research-oriented evaluation and action-oriented evaluation (see "Principle 1: Evaluation as a Learning Process" in the *Program Evaluation Manual*).
- Identify the potential barriers to evaluating their program, perhaps by using Chart 3 in the *Program Evaluation Manual*.
- Brainstorm on strategies that may overcome these barriers, perhaps by using Chart 4 in the *Program Evaluation Manual.*



- Discuss the possibility of starting with a small and manageable evaluation activity (see "Principle 2: Starting Small" in the *Program Evaluation Manual*).
- Discuss their ability to expand evaluation activities as resources become available and their evaluation experience grows.

Have We Explored Ways of Involving Key Stakeholders?

The third principle of evaluation outlined in the *Program Evaluation Manual* is:

 People who have a stake in the process and outcomes of the evaluation should be directly involved in the entire evaluation process.

The Committee should examine ways of putting into place a process that involves key people in a meaningful way. In particular, they will want to identify the key stakeholders and establish a process to get their views on the main questions and issues that should be addressed in the evaluation, perhaps by establishing an evaluation committee or sub-committee. The chapter "Principle 3: Involving Key Stakeholders" in the *Program Evaluation Manual* offers some tools and suggestions.

Do We Understand the Different Types of Evaluation?

The fourth principle is:

 Evaluation is best done by the program — not to the program — and through a staged approach.

Before preparing an evaluation plan, it is important that all Committee members understand the different types of program evaluation, which are explained in "Principle 4: Owning Your Evaluation Process" in the *Program Evaluation Manual*. If necessary, an external facilitator experienced in program evaluation can help the Committee review the points in the WHS materials and examine how they can best be applied to their particular program. In any case, the Committee will want to ensure that it reviews and discusses the following types of evaluation:

- Needs Assessment: the process followed in Step 3 of this document.
- Process Evaluation: assessment of the implementation and operation of the program
 activities developed during Steps 5 and 6 of this document; it uses participant information,
 evaluation data collection forms, program records and surveys to determine the efficiency
 and effectiveness in managing the program, participation rates, levels of awareness, and
 the appropriateness of resources and materials.

Use Tool 7.1 on page 109 to review your overall progress in implementing the whs process and the main lessons learned. Checklists elsewhere in this document may also be helpful.



See the factsheet
"Different Types
and Stages
of Program
Evaluation" for an
easy-to-consult
summary of
the types
of evaluation.
More detailed
factsheets are also
available on
process evaluation,
outcome evaluation,
and economic

evaluation.

- Evaluation of Participant Satisfaction: assessment of individuals' satisfaction with the services, training, and educational program that they have received.
- Outcome Evaluation: assessment of changes in the program participants' attitudes, knowledge
 and behaviour or in the workplace culture that may have been influenced by the program
 activities changes may be, for example, in health practices, health knowledge, or attitudes
 about workplace and procedures.
- Economic Evaluation: assessment of the cost of program activities and outcomes achieved in comparison to these costs; includes cost analysis, cost-benefit analysis, or cost-effectiveness analysis.

The Evaluation Work Plan: Have We Confirmed Our Program's Objectives?

Preparing the evaluation work plan is a critical stage in undertaking an evaluation, because this is when the Committee narrows down its options for evaluation and develops a concrete plan. It is the period during which you realize the final two principles of evaluation:

- Evaluation should proceed with a thorough and common understanding of program activities and their connection to the expected outcomes.
- Evaluation should proceed with a clearly understood purpose and a realistic written plan.

The *Program Evaluation Manual*, in the chapters entitled "Principle 5: Understanding the Program" and "Principle 6: Developing the Evaluation Plan," offers some specific advice on putting these principles into practice.

The first task is to confirm the program objectives by reviewing the program logic model developed during Step 6 and refining it so it will serve as the foundation of the evaluation plan. Here are some questions you may want to ask:

- Do the components of the logic model still represent the main clusters of program activities?
- Do the **process objectives** for each component still represent the main activities to be implemented? Are they clearly enough stated so that the Committee will know when they have been achieved?
- Do the **short- and long-term outcome objectives** still represent the main changes that are expected in the target population or the workplace environment? Are the objective statements broken down so it is clear in what order the changes are expected (e.g., attitude before behaviour change)?



Make sure that the program objectives are stated in a way that permits the evaluation to measure whether the objective has been achieved. The logic model — which was written to be brief enough to communicate quickly and effectively the essence of the program — may not in its current form offer the necessary details and you will have to expand on the logic model objectives in other documentation. Here are a few comparisons of objectives to illustrate this point:

Process objective in logic model:To deliver workshops on low-fat eating.

Process objective in back-up documentation:To deliver four two-hour workshops on low-fat

food choices to 60 members of the workforce.

Outcome objective in logic model:To reduce intake of saturated fat.

Outcome objective in back-up documentation: To reduce intake of saturated fat by 70 percent

over six months among program participants.

The Evaluation Work Plan: Have We Developed Appropriate Evaluation Questions?

Using brainstorming techniques (see Tool 1.2, page 16), the Committee should systematically review each program objective to generate key questions and discuss how to obtain the information to answer each question. The evaluation questions should:

- reflect the input into the evaluation process received from key stakeholders
- be phrased in the past tense, querying how something has gone, not how it will be done
 in the future
- be ranked in terms of importance
- selected according to which are the most important but also manageable to answer

The Evaluation Work Plan: Have We Developed Effective Data Collection Methods?

The Committee will need to express in its plan how it proposes to gather the information to answer each of the evaluation questions. These methods, typically, need to be tailored to each WHS program, work place, and scope of the evaluation. Some methods will involve simply collecting data already

Use Tool 7.2 on page 110 to capture the suggestions generated by the brainstorming session on the evaluation questions and data collection techniques.



available in your workplace, others will need to be developed specifically to meet your needs. It is particularly important to consider also the type of information that you are most likely to be gathering and whether it is measurable, countable or subjective:

- Measurable information uses quantitative measures. Collecting this type of information
 generally requires professional advice concerning specially designed instruments. They will
 help measure specific items such as stress in the workplace, air quality or noise levels, blood
 pressure, cholesterol levels, body fat, or alcohol and tobacco use.
- Countable information also uses quantitative measures. Collecting this type of information
 means accessing reliable sources. This may be readily available in large corporations, but not
 as common in small or farm business. Countable information will monitor such factors as
 participation or absenteeism, grievances or disciplinary actions, accidents or injuries, staff
 turnover, or disability costs.
- **Subjective** information uses *qualitative* measures. This type of information is generally collected using interviews, focus groups or surveys. These techniques can explore, challenge or confirm the Committee's thoughts surrounding a given subject. Information collected in this manner will reflect individuals' opinions, experience, or expectations.

When discussing and selecting collection methods, however, bear in mind the following suggestions:

- Be sure to consider the advantages and disadvantages of qualitative versus quantitative approaches.
- If you use qualitative methods (such as focus groups or interviews), make sure that you can collect the information in a way that permits data analysis.
- If you use quantitative methods, assess whether reliable and valid surveys and tools are available to meet your needs.
- Consider information sources already available, such as revising program records or routine documentation to provide data useful for evaluation purposes.
- Assess what resources are needed for the evaluation and whether they are available.
- If you are doing an outcome evaluation, make sure the data collection methods are designed to rule out other, competing explanations for the outcomes.
- If you are doing a full economic evaluation (e.g., cost benefits or cost-effectiveness evaluation), make sure that you can first show positive outcomes from the program.



The Evaluation Work Plan: Have We Written a Thorough Plan?

The Evaluation Work Plan should be well written and organized. In addition to recording the Committee's decisions regarding the evaluation questions and data collection methods, the Work Plan should also clearly assign roles and responsibilities for conducting the evaluation and specify how the results of the study will be used for making decisions and improving the program. The following outline could be used to organize your Work Plan:

- I. Background and Purpose of the Evaluation
- II. Program Description and Rationale (Logic Model)
- III. Evaluation Questions
- IV. Measures, Design and Data Collection and Analysis Strategies
- V. Timeline, Roles and Responsibilities and Process for Review
- VI. Strategy for Using the Results
- VII. Costs (Internal and External Resources)

Have We Implemented the Evaluation Work Plan and Used the Results Constructively?

As the evaluation is implemented, the WHS Committee may want to ensure it has a process for considering the results as they come in and making ongoing improvements in the program. Part of this process should include good records-keeping, especially of issues that arise that may influence the quality of the information and the usefulness of the evaluation.

The following suggestions will help you make the most of your evaluation efforts:

- If the information coming in is quantitative, make sure that the respondents are representative
 of program participants.
- · Consider using a computer to help you analyze quantitative data.
- If the information is qualitative, make sure that the information is well recorded and analyzed for main themes.
- Ensure that the results of the evaluation are summarized and presented in a clear fashion, including the production of an annual or bi-annual evaluation report.
- For future reference, be sure to document the way results are used.

Use Tool 7.3 on page 111 to confirm that you have completed Step 7 effectively.



Have We Sustained the Commitment to Evaluation Over Time?

Evaluation is best undertaken as an ongoing process, permitting you to assess the effectiveness and quality of your work over time. The following suggestions will help the WHS Committee sustain its commitment to evaluating and benefitting from feedback about the program:

- Review the program logic model at least once a year and update the evaluation framework to be consistent with any changes made to the logic model.
- Review and update the written Evaluation Work Plan at least once a year.
- As a Committee, periodically reaffirm your commitment to evaluation, and ask key decisionmakers to do the same.



TOOLS FOR EVALUATING THE PROGRAM

Tool 7.1



SUMMARY WHS CHECKLIST

se the following checklist with your Committee members to review — and record — your overall progress in implementing the WHS process. This checklist corresponds with the general process described in this step-by-step guide.

Step 1 — Getting Oriented, Gaining Commitment Identified opportunities and benefits Identified potential barriers Secured the support of leaders Identified a common purpose Identified the decision-makers Obtained commitment	Comment here on the quality of the process and the main lessons learned in Step 1:
Step 2 — Preparing the Committee Confirmed the mission and goals Identified the expertise required Established a management framework Established a reporting framework Selected a chairperson Reviewed decisions made so far	Comment here on the quality of the process and the main lessons learned in Step 2:
Step 3 — Conducting a Needs Assessment Workforce overview prepared Considered all logistics Promoted awareness Implemented the survey Maintained interest in WHS	Comment here on the quality of the process and the main lessons learned in Step 3:
Step 4 — Developing a Workplace Health Profile ☐ Results are accurate and representative ☐ Results were communicated to target groups ☐ Key issues were considered before conclusions were drawn	Comment here on the quality of the process and the main lessons learned in Step 4:
Step 5 — Establishing a Health Plan Goals and recommendations are appropriate and achievable Health Plan is well organized Health Plan is comprehensive and balanced Implementation Plan is realistic and based on identified priorities Key stakeholders support the Plan Plan for communicating and distributing the Plan has been created	Comment here on the quality of the process and the main lessons learned in Step 5:
Step 6 — Putting the Plan into Action ☐ Designed programs ☐ Identified resources and services needed ☐ Assessed preferences of target groups ☐ Established workplan for each program action plan	Comment here on the quality of the process and the main lessons learned in Step 6:
Step 7 — Evaluating the Program Adhered to the WHS process Identified barriers to effective evaluation Involved key stakeholders Reviewed appropriateness of different types of evaluation Prepared evaluation framework and plan Implemented the evaluation plan and used results Maintained commitment to evaluation	Comment here on the quality of the process and the main lessons learned in Step 7:



Tool 7.2

EXPLORING EVALUATION QUESTIONS AND DATA COLLECTION METHODS

Program objective (from the logic model)	Evaluation questions	Output measures indicators	Data collection strategy
Objective			
Objective			
Objective			
Objective			

Tool 7.3



CHECKLIST FOR STEP 7

Have w	e p	lanned and implemented an effective evaluation of the WHS program? In other words, have we:
		Adhered to the overall WHS process, following the principles and practices described in this document?
		Identified potential barriers to effective evaluation and devised some simple strategies to reduce personal and organizational resistance to evaluation?
		Involved key stakeholders in determining objectives and designing the methods of evaluation?
		Reviewed the different types of evaluation, selecting those most appropriate for our purpose, and assessed the benefits of a staged approach?
		Prepared an Evaluation Work Plan by reviewing each program objective, developing evaluation questions and selecting data collection methods, as well as assigning responsibilities, setting deadlines and specifying how the results will be used?
		Implemented the Evaluation Work Plan and used the results constructively?
		Sustained our commitment to evaluation by updating the Evaluation Work Plan each year and getting support

from decision-makers from continuing evaluation activities?

STEP 7 — TOOLBOX 111